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ABSTRACT

Through an understanding of the diversity of ways regions have developed and are developing economically, students in grades seven through nine gain insight into current world problems. To answer why some geographic areas are poor, students examine content focusing on the geographic, cultural, human and chance factors that influence the economic development of an area and consider the problems existing today due to inequities in distribution of wealth. In various activities students illustrate via maps and charts the economic activities of man in selected regions of the world; identify and classify types of economics; formulate generalizations about societies in various stages of economic development; propose reasons why selected nations or regions are less developed than others; analyze the effects of world trade on the economic differences among regions; and analyze the economic organization of one region of the world in an individual or group project. The arrangement of the elective course is similar to other series of quinmester courses described in related documents. (Author/KSM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Social Studies: REGIONAL ECONOMIC DEVELOPMENT

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

REGIONAL ECONOMIC DEVELOPMENT

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by

Donald L. Holly

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g. pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to, Social Studies, Room 306 Lindsey Hopkins.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: WHY ARE SOME GEOGRAPHIC AREAS POOR? EXAMINES THE GEOGRAPHIC, CULTURAL, HUMAN AND CHANCE FACTORS THAT INFLUENCE THE ECONOMIC DEVELOPMENT OF AN AREA. CONSIDERS PROBLEMS THAT EXIST TODAY DUE TO INEQUITIES IN DISTRIBUTION OF WEALTH.

GRADE LEVEL: 7-9
COURSE STATUS: Elective
INDICATORS OF SUCCESS: None

COURSE RATIONALE: There is a potential for chaos and vast destruction in the world during this century while less developed nations struggle to advance technologically and maintain their national integrity and stability. It is hoped, through an understanding of the diversity of ways regions have developed and are developing economically, that students will gain insight into current world problems to the end of deciding what we can and should do to play a part in these processes.

COURSE GOALS: THE STUDENT WILL

1. DESCRIBE THE PHYSICAL AND CULTURAL FACTORS THAT AFFECT THE ECONOMIC DEVELOPMENT OF A REGION.
2. ILLUSTRATE VIA MAPS AND CHARTS THE ECONOMIC ACTIVITIES OF MAN IN SELECTED REGIONS OF THE WORLD.
3. IDENTIFY AND CLASSIFY TYPES OF ECONOMIES: TRADITIONAL, MARKET, AND PLANNED.
4. FORMULATE GENERALIZATIONS ABOUT SOCIETIES IN VARIOUS STAGES OF ECONOMIC DEVELOPMENT.
5. PROPOSE REASONS WHY SELECTED NATIONS OR REGIONS ARE LESS DEVELOPED THAN OTHERS.
6. ANALYZE THE EFFECTS OF WORLD TRADE ON THE ECONOMIC DEVELOPMENT OF A NATION.
7. CONSIDER THE PROBLEMS CAUSED BY ECONOMIC DIFFERENCES AMONG REGIONS AND FORMULATE PLANS TO RESOLVE THOSE PROBLEMS.
8. ANALYZE THE ECONOMIC ORGANIZATION OF ONE REGION OF THE WORLD IN AN INDIVIDUAL OR GROUP PROJECT.

COURSE CONTENT OUTLINE:

I. Introduction to Regional Economic Development

- A. Role and Function of Economics
- B. World Regions

II. Physical Factors Influencing Economic Development

- A. Man
- B. Climate
- C. Soils
- D. Vegetation
- E. Landform
- F. Animals
- G. Minerals
- H. Size

III. Cultural Factors Influencing Economic Development

- A. Land Use
- B. Institutions
- C. Religion
- D. Government
- E. Language and Literature
- F. Education

IV. Types of Economic Activity

- A. Mining and Manufacturing
- B. Agriculture and Grazing
- C. Fish and Forest Resources
- D. Transportation and Communication
- E. Other Services

V. Models of Economic Systems

- A. Traditional
- B. Market
- C. Planned

VI. Stages of Economic Growth (according to W. W. Rostow)

- A. Traditional Society
- B. Preconditions for Take-off
- C. Take-off
- D. The Drive to Maturity
- E. Age of High Mass Consumption

VII. Economics of Underdevelopment

- A. Population
- B. Natural Resources
- C. Political Factors
- D. Cultural Factors
- E. Size and Location
- F. Education

VIII. World Trade

- A. Imports and Exports
- B. Comparative Advantage
- C. International Relations

IX. Dealing with the Problems of Regional Economic Disparities

- A. Haves and Have-nots
- B. Responsibilities
  - 1. Of Rich Nations
  - 2. Of Poor Nations
- C. World Organizations
- D. Foreign Aid
- E. Implications for International Relations

X. Case Studies

GOAL: THE STUDENT WILL DESCRIBE THE PHYSICAL AND CULTURAL FACTORS THAT AFFECT THE ECONOMIC DEVELOPMENT OF A REGION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Introduction	A. The student will identify the geographic regions of the world.	1. The Introductory lesson might center around the questions that the course deals with: a. Why are some nations poor? b. Why does one region have a certain type of economy? c. What problems are caused by one nation being wealthy and another poor? d. How do physical features affect the economy of a region? e. What is the price of progress? f. What are the basic economic problems faced by a nation or a society? There may be other questions that come up from the class which can be added to the list. 2. Have students define and discuss terms. (economics, economic development, distribution of wealth, resources, trade, balance of payments, commodity, tariff, comparative and absolute advantage, free trade) Suggested resource: Saveland, World Resources Kohn and Drummond, The World Today Sobel and Oliver, Our Changing World
orld Regions		3. Have the students prepare maps of the world on which they identify the cultural and geographic regions of the world. 4. Divide the class into small groups and have each group prepare a transparency map of a region of the world. A spokesman for the group could report to the class about the major physical features of the region. Suggested reference: Saveland, World Resources 5. This area may be enriched by showing selected films about the regions of the world. Refer to county film catalog.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. If a review of basic map skills and geographic concepts is needed, have students read chapter 1 of World Resources and discuss, using questions from the text.
ysical Factors	B. The student will cite examples of physical elements and how they influence economics.	1. Use the transparency master (Appendix II) on Man in a Region to promote discussion of the physical factors influencing economic development. Have students suggest examples of each of the physical factors and describe how it might influence the wealth of the nation. (The cultural factors might be discussed here or postponed until they are dealt with in more depth.) 2. Divide the class into groups, possibly the same groups as in activity 4, Objective A, above. Have each group examine the physical factors influencing one or more nations within a geographic region. Have a reporter from each group show, using a map, how geographic features have influenced economic development. Students should be able to refer to the list of physical factors on the transparency (above) and use the book, World Resources or any geography text to find information. 3. Show one of the films that follow: a. North Africa: Water and Man b. U.S.S.R.: Geography and People c. West Africa: Tropical Lowlands d. Landforms and Human Use e. Andes: Chile's Barrier Follow up the film by having each student write down one (or more) examples from the film that illustrate the influence of geography on economics. Discuss. 4. Hold a general discussion around more immediate examples of physical geography influence. a. How does Florida's climate influence our economy? b. How did the topography of the Eastern seaboard affect the settlement of the U.S.?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. How has the Mississippi River affected the economy of the states in that region? d. How did geography influence the Civil War? (or any war) e. How would size affect economic development? 5. As a culminating activity, a list of physical factors would be given to students or groups to apply to a fictitious nation and then predict what the economy of that nation might be.
ltural Factors	C. The student will cite examples of cultural elements and how they affect economics.	1. Use the transparency in the Appendix to discuss the cultural elements that affect a nation's wealth. Again students should be encouraged to cite examples. 2. Select a single nation for a case study. A good example is India. Have students investigate ways the culture of the country has affected its economic development. The teacher could obtain audio-visual materials and readings on the country selected. The case study could be carried on throughout the course. 3. Show films to illustrate the influence of cultural factors. a. The Problems of Nigerian Unity b. The Buddhist World c. Country of Islam d. Polynesian Culture e. Primitive Man in Our World 4. Have students attempt to list the physical and cultural factors that affect economic development in order of importance. From the discussion going on while doing this, students should point out the relativity of the factors- e.g. climate may be all important in one region, but have little effect in another. Questions to aid discussion: Has man at times overcome great physical (Japan, Switzerland) obstacles?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		What factors limit development in the United States? Are any of these elements less important today than they were 200 years ago?

GOAL: THE STUDENT WILL ILLUSTRATE VIA MAPS AND CHARTS THE ECONOMIC ACTIVITIES OF MAN IN SELECTED REGIONS OF THE WORLD.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Natural Resources	A. The student will describe the relationship between natural resources and economic development.	1. Have students prepare maps of the world showing a. Worldwide distribution of mineral wealth b. Worldwide distribution of forest resources c. Worldwide distribution of soil resources In discussion have students compare the maps and make hypotheses about which nations are the "richest" in resources. They should be able to propose reasons why some nations rich in resources are still "under-developed," while some resource-poor are technologically advanced. Also which nations are agricultural and which are industrial and exceptions. 2. Show films to illustrate utilization of natural resources. a. Japan Harvests the Sea b. Our Natural Resources c. People and Petroleum d. Evolution of Power 3. Have students prepare maps and charts showing the distribution of manufacturing throughout the world. or Discuss the distribution of industry with prepared transparencies Discussion questions: a. Why are some nations (point to examples) less industrialized than others? b. Does a nation have to be industrialized to be considered advanced? c. How do the maps of resources compare with the distribution of natural resources in the world?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Several articles in the Sourcebook, World Resources may be used as a basis for discussion of the importance of natural resources and the dangers of misuse. The readings are reprints of articles from many periodicals. Examples: a. "Expert Predicts End of Whaling" by John Hillaby b. "British Forests Sprout Anew" by Melita Knowles (pp. 15-16) c. "Australia Strikes It Rich" (pp. 125-127) d. "Canned Elephant" by Edward A. McGurkin, M. M. (p. 105)
	B. The student will analyze the economic activities of man in selected world regions	1. Lecture briefly on the Industrial Revolution, or assign a short reading. Discuss: How is the world different because of the Industrial Revolution? Suggested films: a. Beginning and Growth of Industrial America b. Industrial Revolution
		2. Divide the class into 7 groups, each one to represent one of the following culture areas: North America, Latin America, Europe, The U.S.S.R., The Middle East (North Africa and Southwest Asia), Africa south of the Sahara, and Australia (Australia, New Zealand, and Oceania). This grouping conforms to the regional organization in the text, World Resources. Have each group fill out their designated portion of the following chart:

Economic Activities of Man

	Agriculture & Grazing	Fishing & Forestry	Mining & Manufacturing	Transportation & Communication
N. America				
Latin Amer.				
etc.				

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. continued. After the group reports a general discussion comparing and contrasting the different economic activities that prevail in each area should lead to generalizations about relative wealth. Students might conclude, for example, that certain mineral resources or fuels are needed to develop manufacturing; or that man's occupations are related to his natural environment.
	C. The student will cite examples to show that man can overcome limitations on his economic development.	1. Introduce the term "invisible exports": Discuss ways nations lacking in minerals or other resources can utilize this means to bring in money. Use the example of Florida and tourism. 2. Have individuals or small groups report on some examples of invisible exports (services) that have added to the economic well-being of a nation or region. Examples: a. Banking: Switzerland b. Insurance: Lloyds of London c. Transportation (British and Japanese shipping) d. Tourism (Haiti, Bahamas) 3. Have students investigate the outstanding example of Japan as a region that developed without many of the "usual" resources. Set the study up as a problem: Why did Japan succeed in becoming one of the industrial powers of the world? Suggested film: Japan: Miracle in Asia or Sound filmstrip, The New Japan: Asia's Industrial Giant 4. Examples from American industrial growth can be cited as examples by those students with background in American studies (e.g. the Panama Canal, St. Lawrence Seaway, Imperial Valley irrigation, T.V.A. etc.)

GOAL: THE STUDENT WILL IDENTIFY AND CLASSIFY TYPES OF ECONOMIES: TRADITIONAL, MARKET, AND PLANNED.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Economics	A. The student will list the basic economic questions that a society must answer.	1. Briefly lecture about economics generally to include: a. A review of the definition of economics (deciding how limited resources should be produced and distributed) b. The questions facing every society in economics: What will be produced? How should goods and services be distributed? Who will decide the answers to economic questions? c. The three types of economies to be considered. 2. The filmstrip, Scarcity - A Basic Economic Problem, may be useful to develop the concept of scarcity.
Types of Economies	B. The student will differentiate among traditional, planned and market economies.	1. Divide the class into three groups, one to investigate an example of a traditional economy, one a market, and one a planned. Have each group study a country to answer the following questions: a. What are the aims of this country's economy? b. Who makes the decisions about the economy? c. What problems does this country have? d. What role does the government play in this economy? the consumer? the worker? The teacher may wish to assign three countries without designating them as traditional, planned or market, and let the students decide which category they fit into. Countries which provide good examples and for which there is ample material should be the deciding factor. The three group reports should be followed by a comparison of the three economies. 2. It is strongly suggested that the teacher have a classroom set of Massialas and Zevin, Economic Organization: World History Through Inquiry. It is a state adopted paperbound booklet and provides materials, readings, discussion questions and teaching strategies for this objective and for subsequent ones.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. continued. Exercise 1 in Economic Organization centers on classifying economies. Pictures (slides) and case studies are used as discussion springboards for students to analyze and classify economies. The teacher's guide contains several generalizations that the class might reach through the discussion. The Exercise could take as little time as 2 or 3 days or as much as 6 days. 3. Questions for discussion: a. Which type of economy is the most efficient? b. Which type offers the greatest amount of freedom for the individual to make his economic decisions? c. Do all economies fit neatly into one of the three types we listed? (Possibly a 4th type - mixed - will be needed.) d. Why do black markets spring up? e. Which type of economy do you prefer? Why? 4. Some of the articles in Economic Organization are of a more difficult reading level. It may be wise to divide the class into 5 groups and have each group read and answer questions about a different article in the exercise, having the most able students read the more difficult article. The results could be shared in the class. 5. On an outline map of the world, have students identify the type of economy that predominates in the various regions. Or have a student prepare a set of transparency overlays that represent the historical development of types of economies. One overlay could represent types of economies in 1800, another in 1900 and another now. The maps would provide discussion springboards to make hypotheses about why some regions have changed, why some have grown and some have not.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. If several World Almanacs can be provided in the classroom, small groups can play a game with the types of economies. Write the words "traditional," "market," and "planned" on the board; have small groups (teams) use an Almanac as a reference. Each team should be the same distance from the board. The teacher can name a country - preferably one which is not very familiar so students can't answer until they have looked it up. Students look up the country and try to reach an agreement on which type of economy best fits. As soon as they decide, they go up and put the number of their team under the chosen category. After all teams have decided, they should be called on to provide evidence for their decision. The first team to make the best choice would receive points (10). A team which made a wrong decision would lose points (5). Teacher might also devise a system for giving points for good evidence.

GOAL: THE STUDENT WILL FORMULATE GENERALIZATIONS ABOUT SOCIETIES IN VARIOUS STAGES OF ECONOMIC DEVELOPMENT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Stages of Economic Growth	A. The student will identify the stages of economic growth according to a model.	The teacher should have a copy of Walt Rostow's The Stages of Economic Growth to plan for this portion of the unit, or some other model for analyzing economic development of a region. Utilize Massialas, Economic Organization, Exercise 2: Document 1. 1. Divide the class into five groups to read, discuss, and explain via panel discussion, the five stages of economic development: a. Traditional society b. Preconditions for take-off (Pages 18-22, Economic Organization) c. The take-off d. The drive to maturity e. Age of high mass consumption Although many of the words in the reading are explained in parentheses, it may be necessary for the teacher to prepare students for the reading with a vocabulary lesson. Most of the words are useful later as well. Students need to understand the above stages before starting to examine societies. Useful questions accompany the reading. 2. Have students examine pictures of artifacts from several societies at different times in history, as suggested in Economic Organization by Massialas. In the reading "Analyzing Artifacts" Massialas suggests having groups of students consider sets of pictures to develop hypotheses concerning the level of development in the societies represented. Useful "Ideas to Consider" are included at the front of the selection in the student book. This activity can be accomplished with as few as one student book per group as all members can observe the pictures together. 3. Documents 2 through 8 in Economic Organization describe economic systems that can be fitted into one of Rostow's categories. The teacher might select some of the documents or a to examine.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. continued. The authors recommend that students work in small groups to read an article and decide which of the stages of development that society is in, where it is, and how old it is.
	B. The student will infer the general characteristics of the above stages of economic growth.	1. Questions for discussion a. What factors (in the society the group is examining and in societies in general) seem to help economic development? b. What factors hurt economic development? c. What are some of the results of technological development? d. How do occupations vary in the different levels of economic development. (Shift from agriculture to manufacturing to services) e. Why do more advanced regions have a more complicated money system? f. What effect would war have on economic development? 2. Use the exercise on analyzing statistics in Economic Organization (pp. 49-52). Questions accompany the lesson. 3. Give students a list of If-then statements, having them fill in the "then." Have several students read their statements aloud and defend them before the class. Examples: a. If the economy is traditional, then a person's status will be determined by _____. b. If a society is at the "take-off" stage of development, there will be a great emphasis on _____. c. If there is a rise in the level of technology, then _____. The generalizations proposed by Massialas and Zevin in Economic Organization provide suggestions.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. continued. or it may be clearer to the students if they are given a list of generalizations (hypotheses) and are asked to determine if they are true, partly true, or false. Again, individuals (or groups) may be asked to defend their decisions.
	C. The student will classify regions of the world into stages of economic growth.	1. Divide the class into teams to work in the class if resources are available, or in the library. Give them a list of countries that rather clearly fall into one of Rostow's categories and have them race to classify them. Give points for accuracy and speed and ability to defend their decisions with evidence. Suggested resources: a. World Almanac b. World Resources (Saveland) c. Agricultural Statistics (U.S. Dept. of Agriculture) d. United Nations Statistical Yearbook
		2. Have each student pick the name of a country out of a hat, at random. Give them a class period in the library to research the economy of that country. (Make sure none of them were used as case studies previously.) The following day have each student write a paragraph. The first sentence should fit the country into Rostow's scheme and subsequent sentences give reasons why that category was chosen. Several of the paragraphs might be read aloud and discussed generally.
		3. Able students may wish to investigate alternative models for economic development, and report on other systems of classification.
		4. Each student might be asked to write an essay describing a fictitious society as it progresses from traditional to technologically advanced.
		5. Some students might wish to make murals or collages depicting nations or regions in varying stages of economic development.

OAL: THE STUDENT WILL PROPOSE REASONS WHY SELECTED NATIONS OR REGIONS ARE LESS DEVELOPED THAN OTHERS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
conomics of Under-evelopment	A. The student will describe the characteristics of an underdeveloped region.	1. Show the film, Economics of Underdevelopment. Have students begin a list of the characteristics of what is referred to as "an underdeveloped nation." Encourage them to point out exceptions. (example: underdeveloped nations tend to be suppliers of raw materials.) 2. Have students make a list of what they consider to be underdeveloped nations. They could also be asked to fit each one into one of Rostow's stages of economic growth. Several of the countries could be examined more closely to identify the physical cultural, political, human factors that cause it to be where it is. 3. Discuss the relationship between population and economy. a. What is the effect on the economy of having very few people in a region? many? b. How does population distribution affect the economy? (How is population distributed in a traditional society? in a technological one?) c. How could we find out what is the best number of people for a region? d. Should we regulate that number? If so, how? References: "Topics: Can India Feed Herself by 1971?" by Chester Bowles, in Sourcebook, World Resources. (pp. 75-77)
	B. The student will apply the above characteristics of underdevelopment to a case study.	1. One section of the state adopted text, Tradition and Change in Four Societies, (Fenton, ed.) is devoted to economic development in India. This portion of the course could be an indepth look at that one country's economic situation, using the readings in the text. Other resources: Sourcebook, World Resources, 73-77. India, by Joe Brown India, by Beatrice Lamb "India's Agricultural Problems" Focus

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Questions for discussion: a. Can a traditional economy be in any of the stages of economic growth? b. Are there examples of market economies in all stages? c. Are there examples of planned economies in all stages? d. What is economic development? e. Are people in a highly developed society (economy) better off? happier? f. What are the advantages and disadvantages of living in a primitive society? in a society at the "take-off" stage? in a stage of high mass consumption? 3. Each student could be given an underdeveloped country to do a written or oral report on. Instructions should be detailed enough to insure that students will not do a "World Book" report. Reports should include an assessment of natural and human resources, cultural factors affecting the economy, which stage of economic growth the country is in, and reasons why.

GOAL: THE STUDENT WILL ANALYZE THE EFFECTS OF WORLD TRADE ON THE ECONOMIC DEVELOPMENT OF A NATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
World Trade	A. The student will explain how world trade affects economic development.	1. Discuss concepts that relate to the topic of world trade; have students write definitions for terms in their notebooks. Free trade isolationism tariff comparative advantage inflation G.N.P. Balance of trade import export Student reference: World Resources, chapter 7 2. Show a propriate films. a. Economics of Trading among Nations b. Expanding World Relationships c. Introduction to Foreign Trade 3. Discussion questions: a. Are there any major nations in the world today that do not trade? b. What effects would cutting off trade have in the U.S.? c. Are some nations more dependent on foreign trade than others (e.g. Japan) d. How do political international relations affect world economics? e. What are the advantages and disadvantages of free trade? 4. Utilize current events as discussion springboards to elicit international economic concepts from students. e.g. discuss Congress' actions to increase tariffs, restrict trade, expand trade, etc. as such items appear in the news. 5. Have students check their homes for imports from foreign countries. Compile a list or bulletin board display of pictures of imported goods.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Have a volunteer make a large outline map of the world. Using white string for imports and black string for exports (on colored - yellow preferable - paper), illustrate how goods flow to and from the U.S. A small flag can represent each product used. For example, a flag with the word (or a picture of) "watch" may be placed in Switzerland, with a white string leading to the U.S. A picture of a Volkswagen could be used for Germany. . . .
	B. The student will evaluate the importance of world trade for economic development.	1. Review the concept of comparative advantage. Make up examples of comparative advantage using two fictitious countries and discuss with the class. Students should be able to suggest real examples of comparative advantage and explain its importance as a basis for international trade. (comparative advantage = one area having natural and cultural advantages for producing a particular product efficiently) Have students determine what comparative advantages the regions of the world have. Discuss how this has affected economic development in each region and in the world. 2. Show and discuss the filmstrip, <u>World Trade and Trade Routes</u> (McGraw-Hill) 3. Have students in small groups attempt to answer questions related to the effect of world trade on economic development, through "What would happen if" situations. Examples of problems: a. What would happen to the Bolivian economy if all American cans were made of aluminum? b. What would happen to the Brazilian economy if a famous team of doctors found evidence that coffee caused some major disease?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. What would happen to Japan's economy if Europe and the United States adopted high protective tariffs on selected imports: electronics goods, steel, etc. d. What would happen to the Chinese economy if trade were opene up with the United States? e. What would happen to the economy of Libya if a cheap atomic fuel was made available? Such situations do not have right or wrong answers. Students should be encouraged to hypothesize and find evidence to support conclusions. The teacher, through questioning, can encourage students to consider alternatives. For example, if a good electric car is made available to Americans from the Japanese, will General Motors automatically go bankrupt? (no - prohibitive tariffs could be passed to protect our industry, or General Motors could start producing electric automobiles, and compete with the Japanese.) 4. Actual instances from the past or present can also be used as case studies of the effects of trade on economic development. Students could research the effects of the formation of the European Economic Community on nations of Europe; the effect of trade and trade barriers on the economic development of Japan; the effects of trade barriers between Cuba and the U. S. on the two economies. . . .

)AL: THE STUDENT WILL CONSIDER THE PROBLEMS CAUSED BY ECONOMIC DIFFERENCES AMONG REGIONS AND FORMULATE PLANS TO RESOLVE THOSE PROBLEMS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
)rld Economics and the ıture	A. The student will describe the problems caused by regional economic differences	1. Have a class set of "The Strange Town" (Appendix 1) prepared and distribute to class. Introduce this selection to the class explaining the intent and premis. Tell the class that they will be asked to respond to the economic implications of this article after reading it. The teacher may do this either orally or as a written assignment. a. What does this article tell us about the unequal distribution of wealth in the world? b. What problems would you as an American have living in such a community? c. Does this article tell you anything about why we have and will continue to have unrest in the world? 2. Utilize exercise 4 in Massialas, Economic Organization. (72-82) Through an analysis of the documents students are asked to consider the following questions: a. "What is a fair way of distributing the wealth of a country? b. Do rich nations have any responsibilities to the poor? c. What is the fairest way of dividing wealth among nations? d. What responsibilities do poor nations have to help themselves?"* *Economic Organization. p. 20-21 See the teacher's guide for strategies and documents.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Able students could read selections and report to the class on problems of poor nations. a. Ward, Barbara, The Rich Nations and the Poor, chapter 2, "The Poor Nations," and chapter 6, "Not by Bread Alone." b. Rostow, Clinton, The Economics of Underdevelopment. c. Ayrout, Henry, The Egyptian Peasant (Traditional society resisting change) d. Markandaya, Kamala, Nectar in a Sieve (Problems facing Indian peasants) e. Myrdal, Gunnar, Rich Lands and Poor: The Road to World Prosperity. The teacher should examine these books for reading level before assigning reports. Passages from some of these books would be well worth while reading aloud to the class and discussing. 4. From the above activities, each student should have developed a list of the problems caused, in part, by inequities in economic development. In discussion and in writing students should be asked to describe the problems and relate them to economic concepts - scarcity, comparative advantage, etc.
	B. The student will examine attempts to resolve the above problems and formulate plans of his own.	1. Have students formulate plans as though they were the leaders in a developing nation, to attract foreign investment and still have the people share in the development and profit from their development. 2. Discuss the world organizations that work toward economic improvement in underdeveloped lands, from within (e.g. the E.E.C Arab League) and from without (e.g. The United Nations), and from the United States (Peace Corps, aid, etc.) Pose the questions:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

a. What role should international organizations take in the development of underdeveloped lands?

b. Should the U. . give foreign aid to help countries develop?

c. Should aid be given to countries regardless of their political system?

d. Why do some countries that receive extensive aid from the United States express resentment for our country in slogans like "Yankee Go home !"?

3. Divide the class into several small groups. Each group can represent one of the organizations that are working to help underdeveloped nations. The group should be given time to research the activities of its organization. Reports should include: What the aims are; what problems are dealt with; how they deal with the problems; examples of achievements (and failures); and the group's critique of how effective the organization really is. The teacher should strive to assign organizations which deal with different manifestations of economic underdevelopment.

Examples:

a. UNESCO
b. World Health Organization
c. International Bank for Reconstruction and Development
d. International Red Cross
e. Peace Corps of the U.S.

4. Suggested references:

a. Myrdal, Gunnar, Rich Lands and Poor
b. Miller, Herman, Rich Man, Poor Man

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. Committee for Economic Development, How Low Income Countries Can Advance Their Own Growth d. Ward, Barbara, The Rich Nations and The Poor e. Joy, Charles, Race Between Food and People 5. Have students respond to the question, "How do the economic differences among regions affect the future prospects for peace?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
search Project	The student will analyze the economic organization of one region of the world.	1. Have individuals or groups select a country at a low level of economic development. The teacher may wish to provide the choices based on availability of resources. Have each group determine what stage of growth the country is in, and formulate a plan to develop the country to the next stage. They should consider problems that might stand in their way, aid they might need from developed nations. In short, they should use all the concepts from the nine weeks in preparing their plan. Reports should include the geography, natural resources, trading opportunities, social structure, government, climate, etc. 2. Have students do "projects" about the economy of a region of the world. They could take any of the following forms: a. Dramatization b. Conference c. Cartoons d. Posters e. Models f. Reports g. Maps h. Games 3. The teacher may wish to obtain a class set of a paperback book that describes the economy of some region, or a classroom "library" of several of the paperback books listed in the bibliography. Students could be asked to read all (or parts designated by teacher) of a book and report on it during the last week of the unit. Redfield's A Village That Chose Progress: Chan Kom Revisited, describes the effects of economic change in a Mexican Indian village. See Materials for additional references.

MATERIALS:

1. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS*

Massialas, Byron G. and Jack Zevin. Economic Organization (Part of the series, World History Through Inquiry). Chicago: Rand McNally and Company, 1969. (State adopted)

Saveland, Robert N. World Resources. Boston: Ginn and Company, 1968. (State adopted)

2. ALTERNATE CLASS MATERIALS

Ward, Barbara. The Rich Nations and the Poor Nations. New York: W. W. Norton and Company, 1962 (paper). (Difficult reading but sections may be used)

Saveland, Robert N. Sourcebook: World Resources - Eastern Hemisphere. Boston: Ginn & Co., 1970.

Fenton, Edwin, ed. Tradition and Change in Four Societies. New York: Holt, Rinehart and Winston, 1969. (State adopted)

Cliver, Carl and Sobel, Robert. Our Changing World. River Forest, Illinois: Laidlaw Brothers, 1969. (State adopted text that may be useful for reference)

Kohn, Clyde F. and Drummond, Dorothy. The World Today. New York: McGraw-Hill, 1971. (State adopted text, useful for reference)

Wall or transparency maps to include:

Physical-political world map on an equal area projection
World map showing population distribution
World map showing resource distribution
Agricultural world map
World map showing manufacturing

3. AUDIO VISUAL

A. Films:

	Dade County #
Andes: Chile's Barrier	1-05019
Beginning and Growth of Industrial America	1-05381
Buddhist World, The	1-00297
Country of Islam	1-12135

*Several copies of any world almanac (recent) and world atlas should be available for classroom use.

Economics of Trading Among Nations	1-31275
Economics of Underdevelopment	1-31243
Evolution of Power	1-03553
Expanding World Relationships	1-05464
Industrial Revolution	1-03524
Introduction to Foreign Trade	1-00821
Japan Harvests the Sea	1-30936
Japan: Miracle in Asia	1-31215
Land Forms and Human Use	1-02034
Northern Africa: Water and Man	1-13383
Our Natural Resources	1-00417
People and Petroleum	1-30967
Polynesian Culture	1-12364
Primitive Man in Our World	1-12914
Problems of Nigerian Unity	1-13175
Screen News Digest: Vol. 10 Issue 7 (Gold and You)	1-13294
U.S.S.R.: Geography and People	1-13357
West Africa: Tropical Lowlands	1-13126

B. Filmstrips:

The New Japan: Asia's Industrial Giant. New York Times, 1971. 1 filmstrip with record.
World Trade and Trade Routes. McGraw Hill. 1 filmstrip.
Scarcity - A Basic Economic Problem. Popular Science. 1 filmstrip.

4. SUPPLEMENTAL PUPIL RESOURCES:

U.S. Department of Agriculture. Agricultural Statistics. Washington, D.C.: USDA. (Published annually)

United Nations. Statistical Yearbook. (Published annually)

Brown, Joe David and Editors of Life. India. Time, 1964.

Lamb, Beatrice P. India. Nations Today Book. New York: MacMillan, 1965.

"India's Agricultural Problems." Focus. New York: American Geographical Society.

Ayrout, Henry. The Egyptian Peacant. Boston: Beacon Press, 1963 (paper).

Markandaya, Kamala. Nectar in a Sieve. New York: New American Library, Inc. 1955. (paper)

Myrdal, Gunnar. Rich Lands and Poor: The Road to World Prosperity. New York: Harper and Row, 1957.

Miller, Herman. Rich Man, Poor Man. New York: New American Library, 1964 (paper).

Committee for Economic Development. How Low Income Countries Can Advance Their Own Growth. New York: Committee for Economic Development, 1966 (paper).

Joy, Charles. Race Between Food and People; Challenge of a Hungry World. New York: Coward- McCann, Inc., 1961.

Myrdal, Gunnar. Asian Drama: An Inquiry into the Poverty of Nations. New York: The Twentieth Century Fund, 1968.

Alexander, Albert. Economics. New York: Franklin Watts, Inc., 1963.

World Almanac and Book of Facts. Newspaper Enterprize Association, Inc., 230 Park Ave., New York 10017. Published annually.

National Geographic Magazine. National Geographic Society, Washington D.C. Monthly magazine.

Redfield, Robert. A Village that Chose Progress: Chan Kom Revisited. Chicago: University of Chicago Press, 1950. Abridged edition in paperback.

The Economics of Underdeveloped Countries. Cincinnati: McCormick Mathers Co., 1970. (Part of the Real World Books series, easy reading)

* Teachers and students are directed to the extensive regional bibliographies in the Teacher's guide to World Resources.

The recommended text, Economic Organization contains an annotated bibliography in student edition and in teacher's manual.

5. SELECTED TEACHER REFERENCES:

Rostow, W. W. The Stages of Economic Growth: A Non-Communist Manifesto. Cambridge: Cambridge University Press, 1963, paper.

Bengston, Nels A. and William Van Royen. Fundamentals of Economic Geography. Englewood Cliffs: Prentice-Hall, Inc., 1957.

Galbraith, John Kenneth. Economic Development in Perspective. Cambridge: Harvard University Press, 1962.

White, C. Langdon et al. World Economic Geography. Belmont, California: Wadsworth Publishers, 1964.

Ellsworth, P. T., The International Economy. New York: The MacMillan Co., 1962.

Agarwala, A. N., and S. Singh. (eds) The Economics of Underdevelopment. A Series of Articles and Papers. New York: Galaxy Books, Oxford University Press, 1958. (paper)

Mountjoy, Alan B. Industrialization and Underdeveloped Countries. Chicago: Aldine Publishing Co., 1967.

Kohn, Clyde F., ed. Selected Classroom Experiences, High School Geography Project. Illinois: National Council for Geographic Education.

Refer also to Section 4, Pupil and teacher resources.

APPENDIX

THE STRANGE TOWN

If in our imagination we might compress the total population of the world, now more than 3.0 billion persons, into a community of 1,000 persons living in a single town, the following picture of the contrast we would then vividly see:

60 persons would be representative of the United States population - the rest of the world would be represented by 940 persons. The 60 Americans would be receiving one-fourth of the total income of the entire community; the 940 other persons would share the remaining three-fourths.

Of the Americans in the town, 36 would be members of the Christian and Jewish faiths; and 24 would not. In the town as a whole about 332 people would be classified as Christians or Jews and 668 would not be so classified. At least 80 people in the town would be believing communists, and 385 others would be under communist domination.

Classified as to race: 303 people would be caucasian, 580 mongoloid, and 117 negroid. The 60 Americans would have an average life expectancy of 70 years; all other 940 would average under 42 years.

The 60 Americans would produce 16% of the town's total food supply, but would consume most of it and store the excess in expensive storage equipment. Since a high percentage of the 940 non-Americans in the community would always be hungry and never quite know when they would get enough to eat, the situation created by this disparity in food supply and in the existence of vast food reserves becomes readily apparent, particularly in view of the fact that Americans already eat 72% above maximum food requirements. Of the 60 Americans, the lowest income groups would be better off than the average in much of the rest of the town.

With the exception of perhaps 200 persons representing Western Europe and a few favored classes in other areas, like South America, South Africa, and Australia, and a few wealthy Japanese, literally most of the non-American people in this imaginary compressed community would be poor, hungry and sick. Half of them would be unable to read or write.

Half of the people of this community would never have heard of Moses or Jesus Christ, or what they taught. On the other hand, more than half would be hearing about Marx, Lenin, Stalin, Kruschev, Mao Tse-tung, Castro, Ho Chi Minh, Kosygin, Brezhnev, and other communist leaders.

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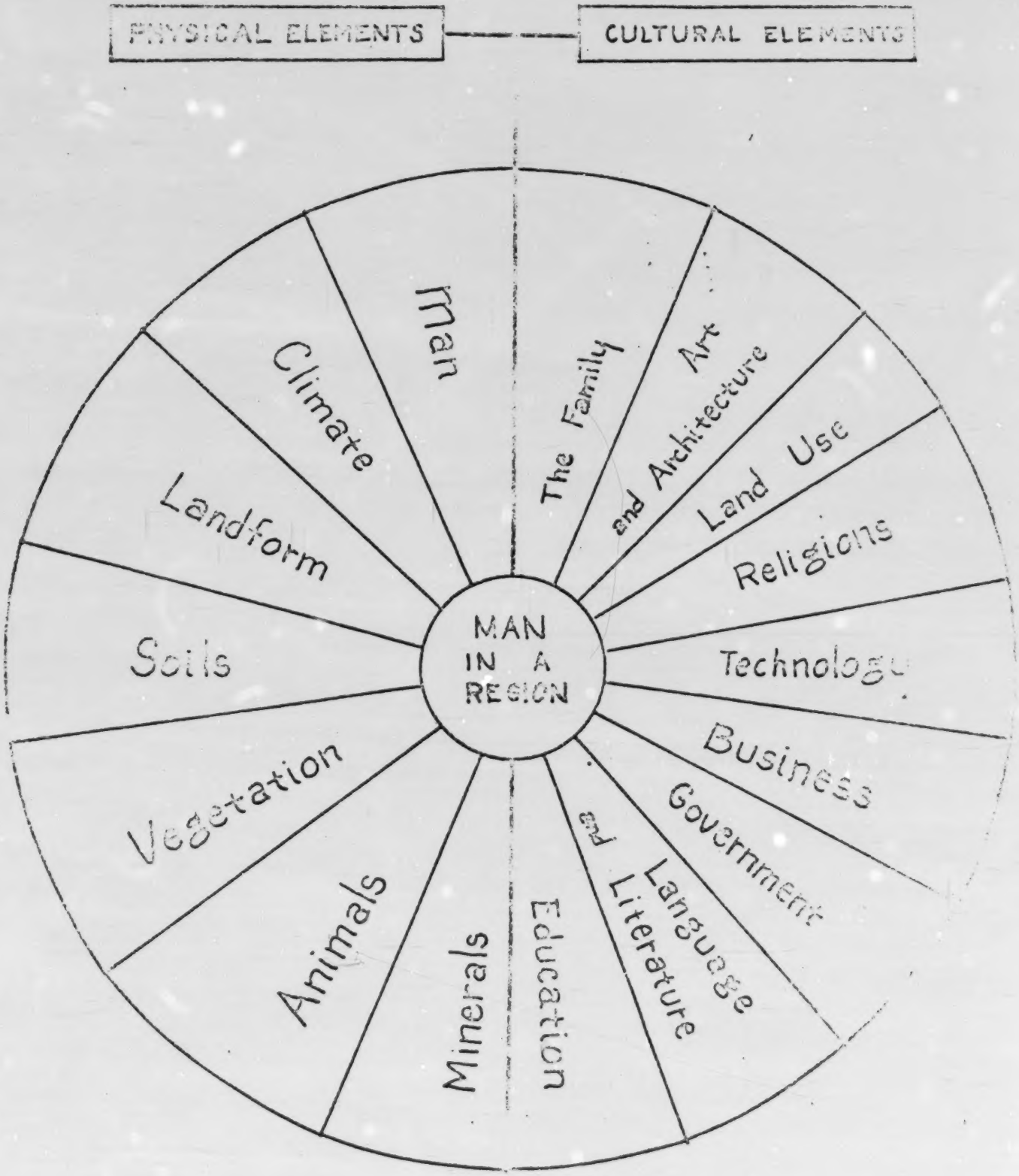
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